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Daytime programs recorded 42,008 students, and evening programs 29,217 students enrolled in areas of agriculture, distributive education, health occupations, home economics, office and business, technical education, and trade and industrial education. Fourteen state-operated regional vocational-technical schools, four regional technical institutes, 14 regional vocational agriculture centers, and local school districts in 93 towns were involved. New programs for high school students and adults were started to upgrade skills and to provide basic education. Work-study programs were emphasized and special attention was focused upon improving programs for individuals with special needs. State technical institutes and community colleges continued to expand. The report summarizes the year's activities by program fields in relation to the extents to which objectives were achieved for expanding and improving education for high school students, post high school students, persons already in the labor market, and persons with special needs. Also included are discussions of state activities in strengthening programs, related legislation, activities with other agencies, outstanding strengths and weaknesses of the state program, and youth organizational activities. (JK)

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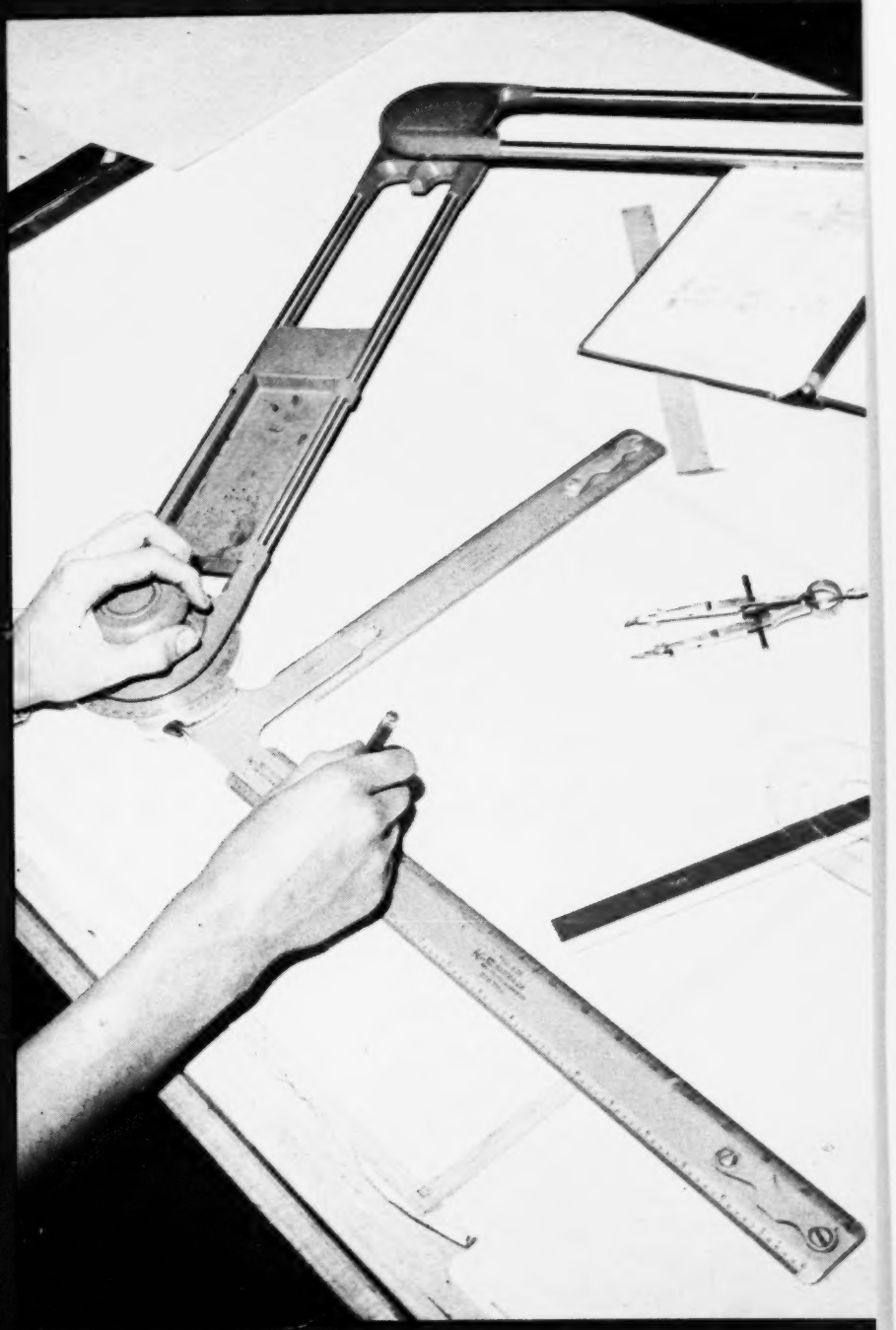
Vocational Education In Connecticut 1966-67



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Vocational Education In Connecticut 1966-67

Descriptive Report of Program Activities

For Fiscal Year Ending June 30, 1967

Division of Vocational Education
Connecticut State Department of Education
Hartford • Bulletin No. 103

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Foreword

This descriptive report of the Connecticut Vocational Education Program has been developed in general conformance with an outline provided by the United States Office of Education. It describes the progress achieved in providing occupational education at the secondary, post-secondary, and adult levels for all people who can benefit from quality programs.

Emphasis is placed on the statewide development of those activities for which the State Department of Education is primarily responsible. This includes funding in state vocational-technical schools, state technical institutes, state community colleges, vocational programs in the local high schools, and the development of programs for special needs. Information will be found describing the supportive activities, including research underway or completed, experimental programs, in-service training, growth in higher education, youth organizations and cooperative activities with other agencies. This report is intended to show the growth of existing programs and new programs which includes present and extended services in vocational education in Connecticut. It is further intended to show the pattern of development which meets the standards of the Connecticut State Plan for Vocational Education.

The format has been organized to present all of the activities of the seven vocational areas under the major headings as suggested for the annual federal report.

Joseph F. Murphy

Director, Division of
Vocational Education

1–Impact of Vocational and Technical Programs On Manpower and Employment Needs

A. Educational Levels of Groups Served

The Vocational Division of the State Department of Education worked closely with the State Employment Service to identify labor market needs and programs were set up based on these needs. Vocational programs for high school students both in state-operated vocational-technical schools and in local school districts were continued and many new programs initiated. Adult programs in upgrading skills and in preparatory basic education were started. Work-study programs, including unique programs to meet special needs of the handicapped, were emphasized resulting in a greater development in both areas. During the past year, special attention was focused on developing and improving vocational programs for those with special needs. In the past, many students in this category were enrolled in regular vocational programs both in the public high school and in the state-operated vocational-technical schools. However, a clearer identification of these students, along with programs designed to meet their needs, has been enhanced by the assignment of a special-needs consultant at the state level. As a result of this development significant progress has been made and will continue to be made in meeting the vocational needs of youth who cannot benefit through ordinary vocational programs. State technical institutes and community colleges continue to expand, serving many more students who need post-secondary training. This year, 42,008 students were enrolled in all types of full daytime vocational programs and 29,217 were enrolled in evening programs.

B. Occupational Fields Served

Occupational training as conducted in our state included programs in agriculture education, distributive education, health occupations, home economics, office and business education, technical education and trade and industrial education. The needs for conducting all programs were determined by the State Department of Education working jointly with the State Department of Labor. Listed below are the occupational areas for which training was conducted in Connecticut.

Aeronautical Drafting
Agriculture Mechanics
Agriculture Production
Architectural Drafting
Auto Body Repair
Auto Mechanics
Automotive Servicing
Aviation Mechanics
Baking
Barbering
Beauty Culture
Bookkeeping
Building Construction
Carpentry
Chemical Technology
Child Care Aide
Civil Technology
Clothing Services
Data Processing
Dental Assistant

Early Childhood Teacher Aide
Electrical Mechanical Technology
Electrical Technology
Electricity
Electronic Assembly
Fashion Design
Food Distribution
Food Service
Food Trades
Forestry and Wildlife
General Clerical Typist
Greenhouse Operation
Home Health Aide
Hospital Housekeeper
Housemakers Assistant
Industrial Chemistry
Instrument Making
Landscaping & Nursery Management
Licensed Practical Nurse
Machine Drafting
Machine Operator Training
Machine Shop
Masonry
Mechanical Electrical Inspection
Mechanical Technology
Nurses Aide
Oil Burner Servicing
Ornamental Horticulture
Painting & Decorating
Plumbing & Fitting
Printing & Lithography
R. N. Refresher Course
Retail Selling
Screw Machine Operation
Secretarial
Service Trade Occupations
Sheet Metal
Tool & Mfg. Technology
Welding
Wholesale Selling

C. Communities and Areas Served

On a statewide basis, 14 state-operated regional vocational-technical schools offered day and evening programs covering the entire state. Four regional technical institutes, plus 14 regional vocational agriculture centers, provided for statewide coverage for each of their respective areas.

In addition to the above, there were 93 towns with approved programs of vocational education operated by the local school districts. Programs of some kind, whether local or regional, were available in the more rural areas, as well as in the cities. M.D.T.A. programs were centered in the more densely populated areas of the state. We feel that with the expanded vocational offerings brought about in Connecticut through the Vocational Education Act of 1963, and additional state grants, it is now possible to have some kind of vocational education available to any person in Connecticut who wants and could benefit from this instruction.

2—Extent to Which Program Objectives For Expanding and Improving Vocational And Technical Education for High School Students Were Achieved

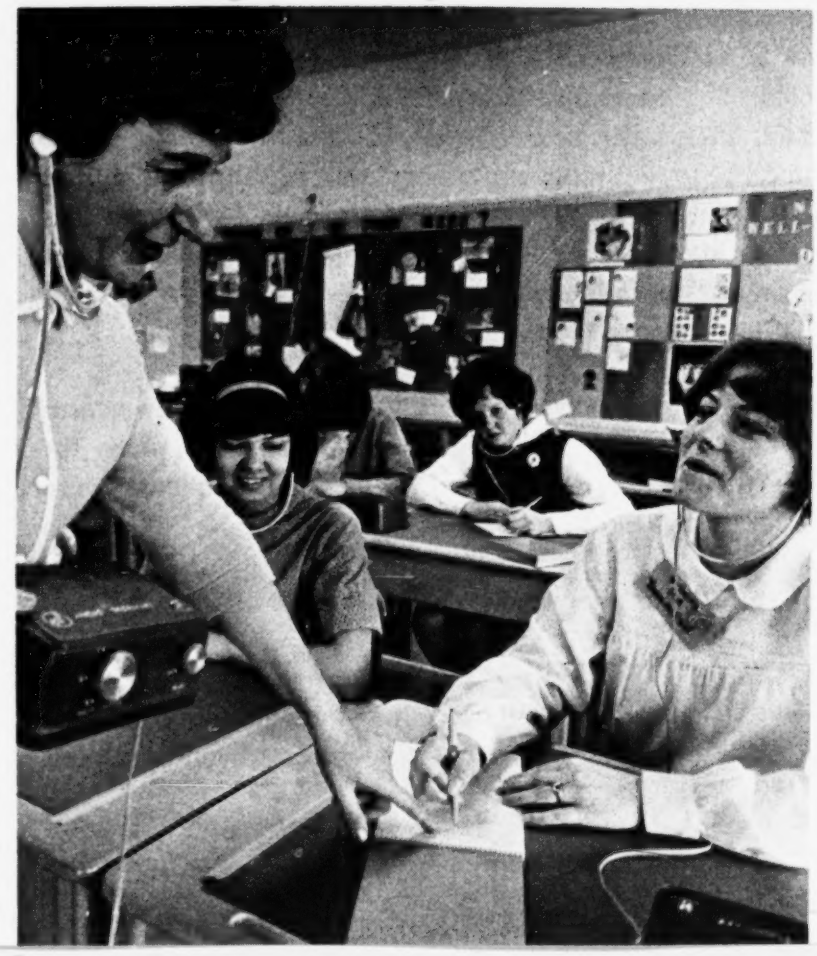
The past year's activities may be summarized by program fields as follows:

Agriculture Education

This past year, the following programs were started: one small gas engines, one greenhouse operation, four forestry and wildlife, and two landscaping and nursery management courses. In addition, the following programs were improved during this past year: one agriculture mechanics, two small gas engine, two landscape and nursery management, six production agriculture and one food distribution course in vocational agriculture.

Business and Office Education

The impact of the Vocational Education Act of 1963 has expanded and upgraded approved programs in office occupations in the high schools of Connecticut, so that unusual interest on the part of students who participate in programs has been developed. In the school year 1965-66, there were 7,326 vocational office occupations students in Connecticut public high schools. Through the efforts of our business education teachers, working cooperatively with our office education consultants in the Vocational Division of Connecticut State Department of Education, new programs were developed. Enrollment in the school year 1966-67 has increased to 20,928. An increasing number of job opportunities exists in office occupations in Connecticut. Our high school programs are continuously being expanded to meet these labor market needs.



BUSINESS AND OFFICE education programs in Connecticut are being updated to meet employment needs. With the introduction of data processing, such programs are showing unprecedented growth.

Distributive Education

The 1966-67 school year showed an increase in programs and enrollments in both urban and suburban high schools.

Enrollment in urban high schools grew from 762 in 1965-66 to 883 for the current year, a gain of 121 students. The distributive enrollment in suburban high schools more than doubled, with an increase of 665 students over the 553 figure of the previous year. Total suburban high school enrollment was 1,218.

The net increase for all high school programs was 786, bringing total enrollment to a new high of 2,101 students.

Health Education

Programs for health services at the high school level more than doubled in the year 1966-67. Five additional nurses aides programs were started. A total of 9 programs are now in operation in local high schools throughout the state. Features of these programs include both male and female enrollees, and clinical, as well as pre-clinical, experience.

Home Economics Education

Home economics today has three major purposes: (1) education for home and family living, (2) education for employment in occupation, and (3) pre-professional education. In Connecticut, it is recommended that the principles of good family living in home economics be integrated in grades 1 to 6 and that the understanding of home economic's contribution to homemaking be explored in grades 7 and 8. In grades 9 through 12, home economics should be offered as a 4-year sequence with specialization for occupational training in grades 11 and 12.

Fifty-one home economic departments in 50 towns are now operating quality programs to meet local plans for their further development. Two new departments were added in 1966-67.

The status of high school home economics in 1966-67 may be stated as follows:

- Connecticut considers all home economics education vocational, whether receiving federal reimbursement or not.

- Local boards of education consider the requirements of the "State Plan for Vocational Education" as essential criteria in setting up home economics programs.

- School administrators look to Home Economics Education Service publications and curriculum bulletins for interpretation of the philosophy of a sound home economics program.

- Home economics secondary school teachers support a pattern for fall conference and regional meetings that give opportunity for working together toward a program to meet individual needs.

Trade and Industrial Education

The 15 regional vocational-technical schools have been established to prepare students for entering skilled-career occupations in Connecticut industry. In addition, less than skill career type of training in industrial education has been instituted in the comprehensive high schools. With the aid of school consulting committees and craft committees, programs in this field are constantly being evaluated, updated, upgraded, and, in some cases, discontinued as research indicates.

The present arrangement has made it possible to increase the enrollment in trade and industrial education on the secondary school level for this school year by approximately 800 students. Total secondary enrollment in trade and industrial education is approximately 8,300. About 600 of these students are enrolled in programs in the local high schools, while the remainder are in the vocational-technical high schools. The occupational fields served by the local high school programs are similar, but at a lower level than those skilled training areas found in the vocational-technical schools.

The most notable expansion in the seven vocational areas occurred in business and office education where the enrollment increased almost threefold. Programs were expanded and improved in all areas. Community fiscal problems involved in providing matching funds was a deterrent to some schools in initiating new programs. For others, delays in acquiring equipment and finding staff was a problem; but overall, most administrators were found to be more sensative to the needs for providing more vocational education to more students. A substantial improvement was made in providing more programs in the health occupations this year. Further development in health occupations is expected next year to meet Connecticut's needs.

3—Extent to Which Program Objectives For Expanding and Improving Vocational-Technical Programs For Post High School Students Were Met

Agriculture

There have been some questions concerning the development of post-high school programs in agriculture in some of the community colleges. However, the Ratcliffe Hicks' School of Agriculture at the University of Connecticut has done and is doing a good job in meeting the post-high school needs of the state. There has been close coordination between vocational agriculture and the School of Agriculture.

Business and Office Education

The development of post-secondary programs for office education has just gotten underway during the past two years. The increase in the number of community colleges has resulted in additional office occupations programs on the post-high school level and an increase in the number of students served.

During the 1965-66 school year, 598 students were enrolled in business and office occupation programs at the post-high school level. With the increase in demand in the local labor market for this type of trained individual, additional programs have been instituted. The enrollment was increased to 1,258 in the school year 1966-67.

Distributive Education

Enrollment in the two-year program in distributive education at Central Connecticut State College grew from 24 in 1965-66 to 32 students in 1966-67. A four-year program was introduced this year at the college, with an enrollment of 49 students.

Community colleges in Winsted, Manchester, and Norwalk offered courses in distribution and marketing for the first time this year. Enrollments in these programs exceeded 200.

Health Education

During 1966-67 programs for post-high school students in vocational health services increased.

Licensed practical nurse programs were increased with the addition of three new centers. These will serve four additional cooperating hospitals.

An additional dental assistant program was opened during the year, bringing the total number of dental assistant programs serving high school graduates in Connecticut to three.

The Home Economics Education Service has studied and projected the idea of post-high school courses due to the development of state technical institutes and community colleges. The Associate Consultant of Home Economics Education, through the Coordinators of Adult Homemaking, has assisted in securing teachers, proposing curriculum content, and securing interest in such offerings. It is believed there is a challenge for home economics at the post-high school level and that both family-centered and occupational training will be provided in the future.

Suitable occupational courses for the post-high school level are:

- Dietitian Aide in hospital, cafeteria or industry
- Food Demonstrators
- Food Service Supervisor in hospital, nursing home, or welfare institution
- School Lunch Manager
- Appliance Demonstrator Assistant
- Nursery School Assistant or Child Care Aide
- Management Aide in housing project
- Motel — hotel worker
- Laboratory Tester
- Interior Decorator Assistant

Technical Education

A pre-technical institute program in mathematics and science of four weeks duration was increased this past year to accommodate 300 students.

Trade and Industry Education

All of the regional vocational-technical schools provide programs for high school graduates and for youth out of high school.

These programs offer unit courses in adult education. In 14 vocational-technical schools courses may be run during both day and evening.

Programs were of the following types:

- Special summer programs.
- A second session (late afternoon and evening).
- Regular vocational courses during the day session but with a separate schedule.
- Day courses admitting only high school graduates.
- Related technical instruction for apprentices who return to school.
- Advanced instruction for vocational-technical school graduates in the same trade or related field.

4—Extent to Which Program Objectives For Expanding and Improving Vocational-Technical Programs For Persons Already In the Labor Market Were Achieved

Agriculture

Eight of the centers offered adult programs with enrollments slightly larger than the previous year. Twenty-eight different kinds of programs were offered to 407 individuals from 68 different towns. Two programs in flower arrangement, two in ornamental horticulture, and one program in production agriculture were expanded this year. Improvements were achieved in three production agriculture and one horticulture programs this year. The Ratcliffe Hicks' School of Agriculture, through its extension program, offered at least 12 short courses for adults in various fields of agriculture.

Business and Office Education

The number of schools participating in adult programs under the Vocational Education Act of 1963 has remained the same for this past year. The number of students served has greatly increased. Programs for upgrading are available in office education in all major cities in our state for persons already in the labor market.

Fourteen programs in the office occupations area were conducted throughout the state under M.D.T.A. with 368 enrollees taking part in these programs.

The type of courses offered included:

- Medical Transcriptionist
- Beginning Typing
- Clerk Typist
- Beginning Stenography
- Bookkeeping Machine Operator
- Stenography (refresher)
- Typist (refresher)
- Keypunch Operator

Health Education

Persons already in the health services labor market were better served through unit refresher courses for registered nurses and licensed practical nurses. These programs were offered in conjunction with the State Department of Education and the University of Connecticut.

Home Economics Education

Connecticut has now had three years experience with 100 percent reimbursement of Adult Homemaking Coordinators. Their work to develop family-interest courses and

job oriented offerings has excited national interest, especially courses for non-English speaking adults and mothers from public housing areas. Towns employing Adult Homemaking Coordinators during 1966-1967 were:

Bridgeport — Vacancy
Danbury — Full-time
Darien — Vacancy
New Britain — Replacement
Norwich — New
Norwalk — Full-time
Southington — New, part-time
Vernon — Replacement, part-time

These coordinators have developed family interest courses in home management, home nursing, home safety, interior decoration, home workshop, child growth and development and parent education outside of the usual family clothing, food and nutrition. These courses help adults already in the labor market to improve family living.

George Barden Funds are used for the development of adult homemaking. It is interesting to note the development is somewhat restricted by the limitations of funds.

From 1947 to 1961, Adult Homemaking classes were held in the state technical schools with state employed teachers being reimbursed. The 1948-49 report showed the extent of this program to be 157 classes and 3,285 pupils. After January 1961, special classes with instruction toward family interests received 50 percent reimbursement of the teacher's salary. The program for Adult Homemaking Coordinators was started in 1964, and has developed into a program costing $28,060 for 1966-67.

Occupational Courses for Adults have been developed for:

- Early Childhood Teacher-aides
- Child Care Aides
- Child Monitoring
- Food Service

Technical Education

The post-secondary technical institute adult education program served approximately 4,500 students enrolled in over 50 courses in each of three terms. More than 1,200 of these were enrolled in associate degree programs given in chemical, electrical, mechanical, tool, and data processing technologies. Special unit courses were given in these

fields and in supervisory personnel development and fire technology. The programs were given in the four state technical institutes and 10 extension centers located in the state vocational-technical schools.

Trade and Industrial Education

Courses for persons already in the labor market were offered at all vocational-technical schools through their adult education programs. Courses in this program are usually classified as either apprentice or supplementary.

Supplementary courses throughout the state had enrollments of nearly 8,000 students, while apprentice enrollments exceeded 4,000.

Three notable changes in these areas this year were:

- Introduction of courses in color television. Approximately 825 students were served.
- A large increase in air conditioning and refrigeration courses with a total enrollment of over 400.
- Over 600 students were enrolled in supplementary barbering and cosmetology courses.

In the apprentice training field, close liaison is maintained with the Connecticut State Apprenticeship Council, as well as with a host of local J. A. C. committees throughout the state. Apprenticeship competitions in such areas as tool and die, sheet metal, and plumbing and heating served to broaden and strengthen relationships with industry.

Despite the full employment status of Connecticut's economy this year, courses and enrollments in adult education for trades and industry have shown continued expansion.

Additional programs for persons already in the labor market were set up under the Manpower Development and Training Act.

The majority of the programs sponsored under this legislation are housed in the 14 regional vocational-technical schools. These programs are primarily in one of the Trade and Industrial Education fields mentioned above.

In addition, programs for persons with special needs are also carried on under this activity and vary from programs in basic education to programs for the deaf, prison inmates, and the like. Total enrollment in such programs this year has exceeded 1,100, with approximately one-third enrolled in on-the-job training programs.

Agriculture Education

One center has been developed at the Vocational Arts Center in Norwalk to provide programs in horticulture for alienated youths who need job-entry skills. A vocational program which will include greenhouse operation is being planned to serve girls 16 years of age and up who have been institutionalized. Two regional centers are carrying out programs for mentally retarded educables to determine what agriculture skills are most suitable for them.

Business and Office Education

A program for students who have dropped out of school, or who have been identified as potential school dropouts — now being conducted at the Center for Vocational Arts in Norwalk — has added a staff member. The enrollment has increased from 94 in 1965-66 to 128 for this past year.

A new program is being initiated at the American School for the Deaf. This program will serve not only Connecticut students but will be available to all students in New England who qualify and wish to take advantage of this training. Equipment is being purchased for this program. The program should be in full operation in the 1967-68 school year. Training will be provided on the following machines:

- Tapewriting machine, magnetic and/or perforated tape
- Addressing machines
- Embossing machine
- Electrical, manual typewriters
- Adding machines
- Calculating machines
- Accounting machines
- Magnetic tape machines
- Card punch machines

Distributive Education

The Center for Vocational Arts in Norwalk has instituted an experimental program in distributive education for school-alienated youths who are either dropouts or potential dropouts. The program appears to have been successful to date in that 20 students performed satisfactorily in their training stations and remained in school to receive their high school diplomas.

5—Extent to Which Program Objectives For Expanding and Improving Vocational-Technical Programs For Persons With Special Needs Were Approved

Health Education

Persons with special needs were served by programs leading to employment in the health services in two centers during the year. These two new centers provided disadvantaged youth with training as nurse's aides, as male orderlies, and for housekeeping maintenance duties, etc.

NURSE'S AIDE TRAINING programs are increasing in Connecticut because of the growing need for trained personnel in health occupations.

Home Economics Education

Home economics teachers in the secondary schools have for several years studied the special needs of the physically handicapped, mentally retarded, emotionally disturbed, slow learners, and those with environmental handicaps. Many teachers have been involved with a study of the handicapped homemaker made by the School of Home Economics, University of Connecticut. The study resulted in the book, *Homemaking for the Handicapped,* published by Dodd-Mead and Co. Other teachers studying at the university and the state colleges, reported special research for instruction of the mentally retarded. Findings have been used for individualizing instruction and concept teaching with the 1965-66 theme: "Patterns of Action" and the 1966-67 theme: "Tailored to Fit." Connecticut's last three publications give the trend and progress made. These are:

1964 — *Thinking Toward Concepts*
1965 — *Connecticut's Concepts are Showing*
1966 — *Connecticut's Home Economics Resource, Planing for Individual Instruction Toward Concepts*

The Consultant of Home Economics worked with the Mystic Oral School for the development of homemaking instruction; with the West Hartford School for the Deaf for the establishment of a food-service course, and with the State Farm for Women, a state prison in Niantic, for the establishment of a nine-month course, which is both family-centered and occupational-oriented. In all these schools for special needs, provisions were made for equipment, curriculum and materials of instruction.

In June, there was an effort made to determine the number of students with special needs now serviced. In general, these students are integrated into the high school program. Consultants in education for special needs want these pupils to have experience with others of their own age. And physically handicapped pupils want to work with normal girls. There are no special occupational classes for students with special needs.

Trade and Industrial

The addition of a full-time consultant on the state staff, with the principal responsibility for developing programs for persons with special needs, has made it possible to initiate new programs for these students. This development has occurred in cooperation with local school authorities.

6—Work Study

Summer Program, 1966

A total of 395 needy youths enrolled in vocational programs in 31 local school districts, 13 regional vocational-technical schools and four post-high school regional technical institutes were employed an average of 196.2 hours during the summer under the work-study program. The average income per student for the period was $246.74.

In the local high school districts, there was a total of 255 youths — 101 males and 154 females — enrolled in vocational programs as follows:

198 Business Education
22 Distributive Education
13 Vocational Agriculture
11 Health Services
3 Food Services
21 Trade and Industrial Education

All 140 youths — 117 males and 23 females — enrolled in the regional vocational schools were in trade and industrial education.

Funding in the amount of $96,961.75 provided 77,528 hours of student employment in public or non-profit agencies.

Not only were 395 young men and women provided needy summer employment, but more than 77,000 hours of service was provided to schools, hospitals, and other public and government agencies.

School Year 1966-67

A total of 348 youths — 169 males and 179 females — have been employed during the 1966-67 school year in the work-study programs. Two hundred seventeen — 71 males and 146 females — were vocational students in 24 local school districts. One hundred thirty-one youths — 98 males and 33 females — were enrolled in the regional vocational-technical schools or technical institutes.

Of the 348 vocational students in the work-study programs, 163 were in business education, 153 in trade and industrial education, 16 in vocational agriculture, nine in distributive education, four in health services, and three in home economics for gainful employment.

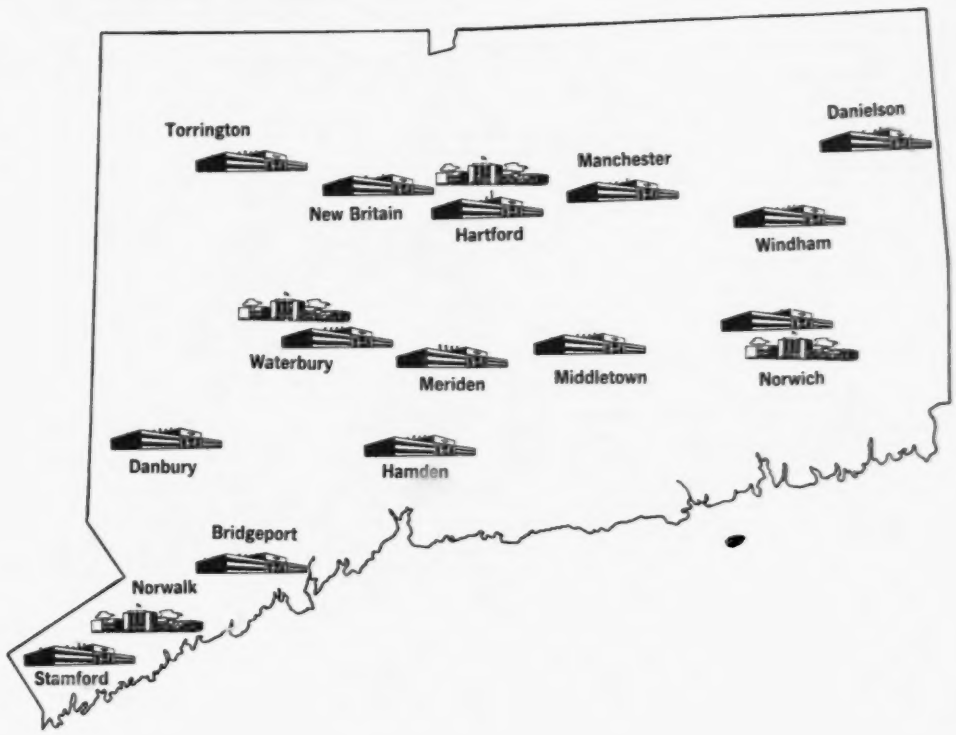
It is estimated that these programs will be reimbursed in the amount of $91,350. Each student will earn an estimated $350 during the year. The sponsoring agency will receive 75 percent reimbursement under the Vocational Education Act of 1963.

KEYSTONE of Connecticut's industrial education operation is the network of four technical colleges and 14 vocational-technical schools. Pictured (below) is Hartford Technical College. Like the other technical centers, it is modern, and attractive, and is located on a spacious site. The colleges offer instruction in six basic technologies.

7—Impact of Area Vocational School Construction under Vocational Education Act of 1963

The unique program of state-operated vocational-technical schools and technical institutes has been carefully planned and developed over many years. The wide distribution of these schools makes it possible for students from every school district in the state to take advantage of their offering. It was felt that inasmuch as the State of Connecticut has appropriated large sums of money for construction, it would be advantageous to use Vocational Education Act of 1963 money for program development rather than construction.

CONNECTICUT'S state technical centers are conveniently located. Map shows locations of four technical colleges and 14 vocational-technical schools.



Vocational-Technical

Schools

Technical

Colleges

8—Additional Vocational And Technical School Facilities Constructed With State and Local Funds

Many local school districts throughout the state have added additional staff and classrooms to their present office education facilities. A state grant provided funds for establishing a data processing center at a newly-constructed occupational center in Hartford. In this facility key-punch operators, sorter operators, accounting machine operators, and collaters will be trained. This facility will be used for training students at the high school level.

New facilities included 18 distributive education laboratories and 14 school stores in 1966-67. These facilities are serving both high school and post-high school students, including students with special needs. These facilities, located in various sections of the state, provide training in retailing, wholesaling, and service occupations.

The development of facilities for home economics in the secondary schools receives no federal aid, but the five-year agreements and the writing of local plans for quality programs have resulted in the improved conditions. Only nine departments remain in older buildings. Twenty departments have moved to new buildings and 22 more were especially developed with all-purpose standards.

Programs which were allotted funds for occupational training in home economics required additional facilities in the form of food rooms, one clothing room, one all-purpose room, one special school lunch room and two child care centers.

Two occupational centers were constructed this year, each adjacent to local high schools in Hartford and Danbury. Indirectly, the Vocational Education Act of 1963 has been responsible for the legislative appropriation of funds for the occupational centers. These centers were planned primarily for secondary level students, but they may be used to serve other groups when not being used for high school purposes.

The programs in these centers are designed to provide training in occupational fields at the semi-skilled level. Occupational training is available in these facilities in automotive services, appliance repair, machine operation, and electrical inspection.

The availability of federal vocational education funds has made it possible to expand existing programs and initiate new programs in trade and industrial education, thus necessitating, on the part of the state, new construction and expansion of existing facilities.

9—Staffing of State Agency to Carry Out Administration and Supervision of State Planned Programs

State work shops have been conducted for office education teachers to increase their effectiveness in the classroom. The addition of one Associate Consultant provided better coverage for schools, for service, and for evaluation. Every secondary school district in the state has been contacted regarding program assistance under the Vocational Education Act of 1963. Follow-up and consultative services have been on the rise.

The State Department of Education has a full-time consultant for distributive education. It also contracts with an individual who is responsible for the Distributive Education Clubs of Connecticut.

The Bureau of Vocational-Technical Schools is responsible for the administration and supervision of the state-operated regional vocational-technical schools. The staff of this bureau also provides supervisory and consultative services to locally operated trade and industrial programs.

In addition to the Bureau Chief, the staff includes consultants in teacher education, trade training, adult education, related instruction, general education, curriculum development, health occupations, and program development.

The administration and supervision of state plan programs in the health services areas is provided for by the assignment of two consultants. During the year this assignment was carried by one consultant because of the inability of the State Department of Education to find another consultant with the credentials required

A consultant and an associate consultant in home economics offer service and administer plans for the further development of home economics. The consultant serves the secondary school programs both family centered and occupational oriented. She also is state advisor to the Future Homemakers of America. The associate consultant is charged with the adult homemaking program. Both consultants serve many professional interests, foster public relations, and work cooperatively with other members of the State Department of Education and other public agencies.

The Bureau of Vocational Services is responsible for providing consultative services to vocational programs in the local public high schools. In addition to the Bureau Chief, the staff includes two consultants in Business and Office Education, two consultants in Home Economics, one consultant in Distributive Education, one consultant in Vocational Agriculture and one Program Developer.

10–State Activities In Strengthening Programs

Agriculture Education

Teacher Training

Connecticut has a full-time vocational agriculture teacher trainer on the University of Connecticut staff. He is involved with in-service training. A tri-state agricultural conference is planned for the summer of 1967 to include Massachusetts, Rhode Island and Connecticut. More time and travel allowance should be made available to the teacher-trainer to enable him to work more closely with new teachers. A critical shortage of qualified agriculture teachers is expected. In order to meet replacement and teacher needs for the expanding and new regional agriculture centers, more teachers are needed. To help alleviate the shortage, it would be desirable to institute a 10-week summer training program to enable potential teachers to become certified.

Vocational Guidance

Efforts are being made through workshops, group and individual conferences to acquaint guidance and administrative personnel with employment opportunities in agriculture.

Curriculum Development

Teachers of agriculture, working with the teacher-educator and the State Department of Education and agriculture representatives, have organized curriculum committees in animal science, plant science, and agriculture mechanics. They are preparing materials for use in the classrooms.

Research

A statewide study, *Curricula Implications For Connecticut Non-Farm Agriculture Employment,* was recently completed. Intra-state meetings have been held to develop course outlines, guidelines for work-experience, and other innovative programs in line with the new concept of vocational agriculture.

Evaluation

Guidelines have been cooperatively developed for use by teachers in reviewing and evaluating their programs. Two agriculture centers were evaluated as part of the secondary evaluation program in the state. Local programs are being continuously evaluated by teachers and administrators as well as state staff.

TYPICAL RESEARCH publication illustrating work being done to strengthen vocational programs is this agriculture education statewide study.

Business and Office Education

Teacher Training

In-service training courses were offered for the first time under the Vocational Education Act of 1963 to our teachers for graduate credits. The reaction was enthusiastic with 87 teachers taking advantage of these offerings. The following courses were offered at Central Connecticut State College:

- Data Processing 1 and 2
- Current Problems in Business Education
- Improvement of Instruction of Typewriting
- Principles of Vocational Education
- Improvement of Instruction of Office Practice

Continued emphasis will be placed on the development of in-service training programs, workshops, and conferences.

Vocational Guidance Programs and Services

Administrators and guidance counselors have become more acutely aware of the vocational programs in most secondary schools. More attention to the needs of the terminal student will result as our programs develop. Some guidance counselors have had the opportunity to take graduate courses in the Principles of Vocational Education. This has in itself been a stimulant to the development of vocational programs.

Many guidance counselors were invited and participated in business education workshops to make them more aware of the business education student needs.

Curriculum Development

Added staff, equipment, and experimentation with work experience have caused many school districts to examine their present programs and to make revisions in the best interest of the vocational student and his career objective.

Research, leadership training, experimental, developmental, and pilot programs

Research in business education has taken on new life. Two major research projects were begun during the school year. Recently completed was the study, *Business Education Curriculum Implications of the Effect of Technological Changes on the Type of Office Machines Used by Selected Connecticut Businesses.* To be completed during the summer of 1967 is the *Study of the Opportunities for, Requirements of, and Knowledges, Abilities and Re-*

lated Characteristics Possessed by Beginning Office Workers in the State of Connecticut. Continued research will most likely result from these initial projects.

Evaluation of Programs and Activities

Continuing evaluations of approved programs have taken place with visits to schools, examination of curriculum, and use of equipment; resulting in a strengthening of office education programs. The morale and spirit of both teacher and student in this field has improved. Continuing evaluation will be carried out to assure that programs are kept updated.

Distributive Education

Teacher Training

In-service training courses were offered for the first time under the Vocational Education Act of 1963 to distributive education teachers. These courses were offered for graduate credit and the response was enthusiastic. Twenty-one students took advantage of these courses. The following courses were offered at Central Connecticut State College:

- Principles of Vocational Education
- Current Problems in Distributive Education
- Current Problems in Business Education

Five statewide meetings of all distributive education coordinators were held during the year, as well as three meetings for new coordinators. These meetings covered such subjects as orientation, curriculum developments, coordination techniques, and club activities.

During the summer of 1966, a *Handbook For Coordinators* was written by the teacher coordinators and the state staff. The book was used throughout the year. It will be revised, as necessary, at a summer workshop this year.

Evaluation

Evaluative criteria for the distributive education programs in Connecticut are based on the 1960 National Study of Secondary School Evaluations.

Formal evaluations were made of five programs this year. Tentative plans for the evaluation of six other programs have been made for the coming school year.

Health Education

Activities designed to strengthen programs of teacher training, guidance, curriculum, research, and evaluation in the health services programs were many and varied. Continual planned activities with state consulting committees, curriculum committees, instructors, hospital personnel and the State Board of Nurse Examiners — all contribute to this end.

Completion of an *Admissions Committee Guide* for use in the licensed practical nurse program will assist counseling of applicants.

The State Department of Education in a contract with the University of Connecticut is in the final stages of a statewide research project which will identify needs in the health services occupations through 1976.

Home Economics Education

Two institutions train home economic teachers in Connecticut. The University of Connecticut at Storrs is reimbursed and will graduate 16 teachers in June, 1967. St. Joseph College in West Hartford is approved and will graduate two teachers in June, 1967. The secondary schools attract many teachers from outside of the state.

Curriculum development has been constant — a goal in all in-service conferences and workshops, as can be seen in yearly reports. During the last three years, Home Economics Education Service has given study to concept teaching in order to develop a new curriculum guide. In September, 1966, Home Economics Education Service released *Connecticut's Home Economics Resource Bulletin: Planning for Individual Instruction Toward Concepts*. This Bulletin contains a recommended "Framework for Developing Conceptual Sequence," with guidelines for elementary grades, junior high school exploratory, senior high school sequence, specialization, gifted learners, educable mentally-retarded pupils, disadvantaged youth, work-oriented pupils, play-school operation, home and community experience; and chapters on the Future Homemakers of America are included.

The research report, *Toward the Development of Work-Oriented Programs for Home Economics,* was released by the department in the fall of 1966. A study is being undertaken at Windham High School to facilitate placement of students in occupational courses.

The Consultant of Home Economics has been a part of the state evaluation team since September 1948. All

federally-aided home economics departments have been evaluated, as well as those not reimbursed — most of them twice within this period. It has been Connecticut's custom to conduct all evaluations. On February 1, 1967, the State Board of Education, acting upon the recommendation of a plan sent to the Commissioner of Education by the board of the Connecticut Association of Secondary Schools, ruled that beginning September 1967, school evaluations will be conducted by the New England Association of Secondary Schools. Evaluations have proved their worth in the further development of home economics.

Technical Institutes

Connecticut is in the process of developing a cooperative sixth-year program for technical institute personnel between Central Connecticut State College and the University of Connecticut. A master's degree program has been developed at Central Connecticut State College.

Trade and Industrial Education

Teacher Training

Under an agreement between the Division of Vocational Education and the Central Connecticut State College, the latter offers a four-year undergraduate curriculum for the preparation of vocational-technical school teachers, as well as a graduate program in vocational education leading to a master's degree. A program for the six-year diploma is also offered in cooperation with the University of Connecticut.

Discussions are underway with the University of Connecticut to explore ways of expanding teacher training programs at that institution to include the preparation of vocational administrators and other leadership personnel, and to allow for the integration of all seven vocational fields in teacher education programs, research, and other activities.

Vocational Guidance

Each of the regional vocational-technical schools has a guidance coordinator who works closely with local counselors in providing occupational information to the communities served and to acquaint students with vocational education programs available to them.

Plans are now being made to expand the guidance staffs and services in all of the vocational-technical schools.

Curriculum Development

The vocational-technical schools have a consultant specifically assigned to assist in the development of curriculum in established and emerging programs.

Research

Vocational-technical personnel rely upon assistance from the Research Coordinating Unit and individuals involved in graduate study to conduct necessary research. As the teacher education program expands, it is anticipated that there will be more research on the local level.

Evaluation

Evaluation criteria developed by committees composed of instructors, administrators, supervisors, and other educational personnel have enabled the bureau to formally evaluate from three to five vocational-technical schools annually on a rotating basis.

Evaluations of local trade and industrial programs were also initiated during the year.

MODERN is the word for Connecticut's 14 state vocational-technical schools. Pictured (right) is one of them — E. C. Goodwin Tech in New Britain. In the schools, students learn some 32 different trades and technical skills.

11–Legislation Enacted That Affects Vocational And Technical Education In the State

State Grants for Occupational Education

The 1965 Session of the General Assembly appropriated $800,000 for the biennium for the purpose of assisting local school districts desiring to establish occupational training programs. In addition, $300,000 was appropriated to allow for the construction of occupational training facilities in two centers.

The education committee in the 1967 Legislative session reported favorable action on the continuation of this grant in aid for occupational training in local school districts.

Legislation Considered by 1967 General Assembly

Because this report was compiled prior to adjournment of the 1967 session of the Connecticut General Assembly, it was impossible to state the action finally approved. However, the following report is based on recommendations appearing in the Governor's executive budget, supplemented by committee actions and deliberations.

Capital Budgets

The Governor's executive budget contains recommendations for additions to existing area vocational-technical schools and in some cases new schools, both vocational high schools and technical institutes.

The following are the construction projects included in the Governor's budget list:

Construction Projects	Biennium 1967-69
Emmett O'Brien Technical School — Trade shops and demonstration classroom	$ 495,000
Milford-Stratford Area — New vocational school to serve area not now covered	—
Milford-Stratford Area — Acquisition of land and drawing up of plans	500,000
Bridgeport-New Haven Area — New technical institute to serve area not now covered	5,360,000
E. C. Goodwin Technical School — Expand shops, service buildings and parking lot ...	760,000
Thames Valley Institute — Additional classrooms, laboratories, gym and auditorium ..	1,370,000

Hartford Institute and A. I. Prince Technical School — Land and construction of parking lot	430,000
H. C. Wilcox Technical School — Classroom and shop building extension and alterations	900,000
Eli Whitney Technical School — Expansion and addition to classroom and shop facilities	900,000
Bullard Havens Technical School — Extension of cafeteria and bakery, enlarge shop facilities	235,000
Norwich Technical School — Addition of shop areas and supporting facilities	240,000
Vinal Technical School — Outdoor physical education facilities and additional parking	105,000
Henry Abbott Technical School — Stage for gym and relocate athletic field	120,000
TOTAL	**$11,415,000**

12—Activities and Cooperative Accomplishment With Other Agencies

Agriculture Education

There has been excellent cooperation between vocational agriculture and many agencies, both public and private. Excellent working relationships have continued with the Connecticut State Grange, Connecticut Farm Bureau, University of Connecticut, Extension Service, Public Utilities, and other agencies.

Business Education

State office education consultants and local district business education educators have worked cooperatively with private industry and with the following agencies to keep their programs updated and realistic:

- State Department of Labor
- Chamber of Commerce
- Connecticut Association Secondary School Principals
- Connecticut Association of Public School Superintendents
- Urban League

Distributive Education

Close relations have been maintained between distributive education coordinators and such agencies as sales executive clubs, state and local Chambers of Commerce, state and local advisory committees, community colleges, Connecticut State Department of Labor, retail merchants, and industrial sales managers. The state staff has worked to strengthen relationships with these agencies and their local coordinators throughout the year.

These local coordinators have been invited to attend meetings of many organizations and have received and exchanged literature and reports of mutual interest.

Health Education

In addition to the formation of a State Consulting Committee for Training in Health Occupations, cooperation has been notable with other state agencies, including the Board of Nurse Examiners, the Department of Labor, community colleges and the Department of Welfare.

Home Economics Education

The consultant finds that there are many opportunities to work with other agencies in the development of adult education. This kind of education is not confined solely to the classroom. Adult Homemaking Education for special groups — such as non-English-speaking adults and those living in public housing — can best be developed in cooperation with many community agencies. The consultant serves on advisory boards for pre-school programs, day care centers, consumer councils, and on a steering committee on problems of the aging.

Trade and Industrial Education

The state staff and the staff of the vocational-technical schools have worked closely with such agencies as the State Department of Labor, the State Department of Health, Division of Vocational Rehabilitation, Connecticut Manufacturers Association, and Connecticut Chamber of Commerce. Close cooperation has also been maintained with state and local advisory committees, labor groups, superintendents and principals, associations, as well as a number of other professional and trade organizations.

13—Outstanding Strengths And Weaknesses of the State Program

In an attempt to evaluate each program, the strengths and weaknesses should be identified in order to continue improvement. The following is an attempt to objectively recognize essential areas for further concern and action.

Agriculture Education

Features

An awareness that Agriculture Education has a place in secondary education and that it involves not only farming but many occupations allied to agriculture.

Strengths

1. The wholehearted support of the State Department of Education and the Division of Vocational Education.
2. A well-trained and cooperative teaching staff.
3. An able teacher-educator, as well as a competent executive-secretary of the Future Farmers of America.
4. The development of regional agriculture centers with excellent facilities and equipment.
5. An active contributing consultant committee.
6. A good cross section of the student population.
7. A good secretarial staff.

Weaknesses

1. Teacher shortage.
2. Lack of understanding and awareness of opportunities in agriculture.

Health Education

Strengths

In the health services field, the most notable feature is, without question, the expansion of programs across all health occupations.

Strengths lie in the orderly way in which this expansion is proceeding, and in the quality of the programs being offered and the calibre of the graduates.

Weaknesses

1. Teacher training programs. Although we are rapidly increasing our offerings we have no provisions to provide the increased instructional personnel that will be needed.
2. Consultant Services. Additional help is badly needed to properly serve the expansion taking place.

Home Economics Education

Strengths

1. New curriculum material toward concept teaching for secondary school classes.
2. Up-to-date family interest curriculum for Adult Homemaking Programs.
3. Leadership in home and family living instruction that can guide expansion of this area, both at the secondary and adult level.
4. Increasing opportunity for occupational courses.
5. Interest in individualizing instruction to meet special needs of pupils.

Weaknesses

1. Constant decrease in amount of reimbursement because of rising costs and no increase in George Barden Funds.
2. No school time for curriculum development nor released time to work with consultants.
3. Weakening of communication lines. Today, it is only the dedicated teacher that gives her own time to maintain the development, as school schedules permit no free periods. Increased paperwork permits no newsletter. Principals allow no released time during school sessions.

Business and Office Education

Strengths

A reawakening and renewed interest in business and office education by school boards and school administrators is resulting in increased activity in updating and improving curriculum equipment and facilities for the vocational office occupation programs in the high schools.

Student and teacher morale and interest have been raised and stimulated by the addition of new and up-to-date office equipment and materials.

The use of audiovisual and electronic teaching devices has also improved the teaching techniques.

In-service courses for the business education teachers in Connecticut have increased and the response from the teachers attending these classes has been most satisfactory.

For the first time in Connecticut history, business educators have developed working relationships with other vocational areas. This has been a stimulant to the development of meaningful, well-rounded programs.

Weaknesses

To date, the major stumbling block to initiating business and office education programs in many communities is the local financial structure. Inasmuch as reimbursed monies go into the general fund of each town rather than to the local school board, some communities are reluctant to participate in the various vocational programs. Most guidance personnel in the comprehensive high schools are, of necessity, academically oriented and provide very little information or direction to the terminal high school student.

The absence of an instructional materials center for business and office education has limited the accessibility of literature available to the business education teachers.

Youth clubs have not received the necessary attention they deserve because of teacher commitments in developing new programs.

Distributive Education

Strengths

In-service courses for distributive teachers have served to improve background information and instructional techniques. These courses also help new teachers to meet requirements for state teaching certification.

DISTRIBUTIVE EDUCATION *award dinner in Hartford honors public high students showing unusual accomplishment in the subject. Such honorary award dinners are held annually.*

The distributive education program in most communities has received excellent cooperation from school administrators, as is reflected in the enthusiasm and spirit of the teaching staff.

State club activities have been strengthened by a very effective club advisor who has demonstrated fine leadership qualities.

Modern equipment in distributive education laboratories and school stores provide a realistic experience for an effective program.

Weaknesses

The major weaknesses in the state distributive education program are the lack of qualified teachers and the need for an additional consultant on the state level.

Technical Education

Strengths

The use of advisory committees has been most helpful in developing and determining technical institute curriculum.

The exceptional quality of the technician program has been maintained and improved.

Weaknesses

The youths applying are insufficiently prepared — only one out of four applicants is accepted.

Trade and Industrial Education

Strengths

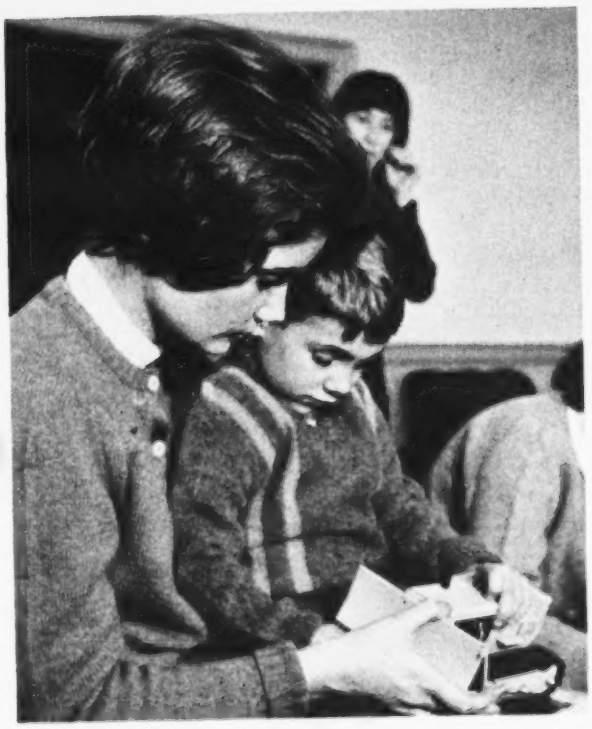
The well-knit, well-organized program of state-owned regional vocational-technical schools makes it possible to initiate and expedite a number of programs quite readily. It also provides a coordinated program for the entire state.

Weaknesses

The trade and industrial program in Connecticut must do more to meet the needs of out-of-school youths, of persons with special needs, and of those students who, for one reason or another, are not admitted to the skilled trade programs in the vocational-technical schools.

14—Youth Organizational Activities as They Relate To Vocational Education

21st BIRTHDAY of Connecticut Assn. of Future Homemakers of America was celebrated in 1967 with a special publication (right) prepared by the Home Economics Education Service. Members learn many skills under state leadership. Pictured (below) is FHA member teaching in a project called "Operation Shut-In."



Agriculture Education

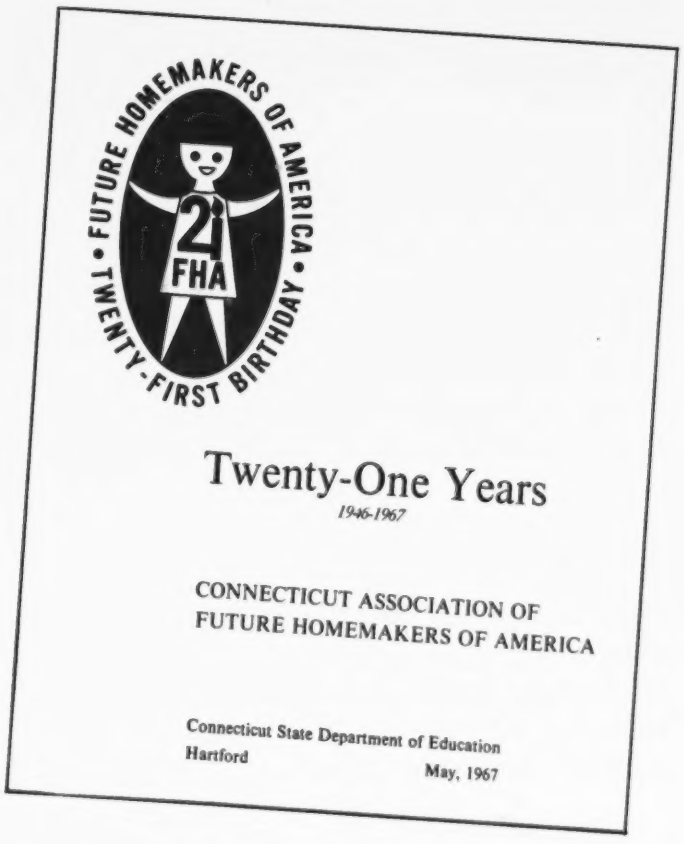
The Future Farmers of America membership has increased to 670, including 50 girls. This year, 40 members attended the national convention. The executive secretary, working with state officers, conducted a New England leadership workshop, and two state leadership workshops. State officers conducted a "Goodwill Tour," and many FFA billboards were displayed throughout the state this year. Connecticut Governor John Dempsey officially designated February 18-25 as FFA week which was also noted by radio and television programs.

Business and Office Education

Youth organizations have grown in number because of the activity of a state advisor for Future Business Leaders of America. At the present time, 26 programs are active. An annual State Leadership Conference is held.

Distributive Education

Membership in the Distributive Education Clubs of Connecticut has been steadily increasing and now totals 2,115. Thirty members attended the North Atlantic Region (local officer's conferences) in Philadelphia. The state officers were in charge of National DECA week, taking part in radio and television activities, including a chat with Governor Dempsey.



DECA students took part in the 15th State Leadership Conference in New Haven on March 29, 1967. The conference featured contest awards and workshops. The winners of the state contests were among the delegation of 30 Connecticut students who participated in the national conference in Chicago in April 1967. Four of these students won national awards.

Home Economics Education

Connecticut's Association of Future Homemakers of America celebrated its 21st birthday in conjunction with the state convention on May 12-13, 1967, in Norwich. The convention date was advanced from November to May in order to honor the retiring state consultant.

A number of state leadership meetings were held in October, 1966, in order to further the development, and to improve the State Program of Work. The objectives of these meetings were:

- To renew the purpose of FHA.
- To purpose a united effort for 1967.
- To instruct new FHA officers.
- To start plans for the 1967 convention.

A division of leadership was worked out and resulted in more involvement of individual chapters with all lending support to the convention theme "Happiness Is Being 21."

The Future Homemakers of America originated a scholarship fund in 1958, with the first scholarship being granted in 1962. Five $200 scholarships have been given to three persons who are now teaching home economics.

Trade and Industrial Education

All 14 vocational-technical schools have student councils that have representation in the state Student Congress. While this organization has many of the characteristics of the Vocational and Industrial Club of America program, it falls short of meeting all of the goals of the latter organization.

At present, the Student Congress is studying the possibility of affiliating with the Vocational Industrial Clubs of America.

15—Vocational Education Advisory Committees

The Connecticut Advisory Council for Vocational Education is comprised of representatives from labor, management and higher education. The council assists the State Board of Education in the orderly development of all phases of vocational education.

Individual state consulting committees are in operation in the seven vocational subject areas in Connecticut, as well as local craft committees in the vocational-technical schools, and advisory committees in the local high schools.

Listed below is the membership of the Connecticut Advisory Council for Vocational Education and, following that, the state vocational consulting committees.

Advisory Council For Vocational Education

Representatives of Management:

Mr. Roland Bixler, President,
J.B.T. Instruments, Inc.
New Haven

Dr. G. Roy Fugal
Manager, Employment Practices
General Electric Company
New York, N.Y.

Representatives of Labor:

Mr. Leo Dunn, Deputy Commissioner,
State Department of Labor
Wethersfield

Mrs. Ruth Greenberg, Education Director,
Connecticut State Labor Council
Hamden

Representatives of Higher Education:

Dr. Paul Mali, Director of Education and Training,
Electric Boat Division,
General Dynamics Corporation
Groton

Mr. Edward L. Bartholomew, Jr.
Professor, Chemical Engineering
University of Connecticut
Storrs

Vocational Agriculture Consulting Committee 1966-1967

Mr. Frank F. Atwood, Farm Program Director,
Radio Station WTIC
Hartford

Mr. Charles Barr, Secretary,
Connecticut Florists Assn.
Executive Secretary, Connecticut Nurserymens' Assn.
West Haven

Mr. Ellis F. Clark
Newington

Mr. Thomas Clark
FFA President
Lebanon

Dr. Ralph M. Gantz
Superintendent of Schools
New Britain

Commissioner Joseph N. Gill
State Dept. of Agriculture
Hartford

Mr. Karl Gometz
Hartford

Dr. James G. Horsfall, Director,
Connecticut Agricultural Experiment Station
New Haven

Mr. Robert deC Hughes, Executive Secretary,
Connecticut Milk for Health
Hartford

Dr. E. J. Kersting, Dean,
College of Agriculture
University of Connecticut, Storrs

Mr. Floyd Laird
Sharon

Mr. Louis Longo, President,
Connecticut Milk Producers Assn.
Glastonbury

Dr. W. Howard Martin, Associate Professor,
Agricultural Education
University of Connecticut, Storrs

Mr. Frank W. Roberts
Middletown

Mr. Arvid H. Seaburg, Jr.
Glastonbury

Mr. John S. Seremet, Mgr.
Connecticut Milk Producers Assn.
Newington

Mr. David N. Stiles
Connecticut Light & Power Co.
Hartford

Mr. George W. Simpson, Jr., Executive Secretary,
Connecticut Farm Bureau
Hartford

Mr. Donald E. Cook
E. O. Smith High School
Storrs

Mr. Herman Weingart, Jr.
Franklin

Mrs. Richard G. Williams
State Grange
Glastonbury

Consulting Committee for Business and Office Education 1966-1967

Mr. Robert O. Bowles, Executive Director,
Urban League of Greater New Haven
New Haven

Mr. J. Nelson Bridges, Assistant to the President,
Scoville Manufacturing Co.
Waterbury

Mr. William B. Cafky, Executive Vice-President,
Connecticut State Chamber of Commerce
Hartford

Mr. Nicholas E. D'Agostino, Principal
Wolcott High School
Wolcott

Mr. Thomas Decker, Personnel Manager,
Chesebrough-Ponds
Clinton

Mr. John V. Fratus, Director, Employee Relations,
United Illuminating Co.
New Haven

Mr. Ralph M. Gantz,
Superintendent of Schools
New Britain

Mr. Ernest A. Hallstrom
State of Connecticut Personnel Department
Hartford

Mrs. Regina Peterson, Personnel Supervisor
Bridgeport Brass Co.
Bridgeport

Miss Dorothy Petty, Supervisor
Electric Boat Division, General Dynamics Corp.
Groton

Mr. Donald Rose, Employment Manager,
Pitney-Bowes
Stamford

Mr. Robert Summitt, Assistant Treasurer - Manager,
Root & Boyd, Inc.
Waterbury

Mrs. Marion C. Welch, Employment Supervisor,
Stanley Works
New Britain

Mr. John Wilcox, Vice President,
Connecticut Bank and Trust Co.
Hartford

Miss Stella Willins, Director, Educational Service
Royal McBee
Hartford

Consulting Committee for Distributive Education 1966-1967

Mr. Paul M. Andrews
Sperry and Hutchinson Co.
Cheshire

Mr. Richard E. Beebe
Thermo Fax Sales Co.
New Haven

Mr. Maurice Berins, Vice President,
G. Fox & Co.
Hartford

Mr. J. M. C. Betts, Vice President,
United Illuminating Company
New Haven

Mr. Nathan Blumenthal
D. Blumenthal, Inc.
Danielson

Mr. Lewis D. Boynton, Chairman, Business Ed. Dept.,
Central Connecticut State College
New Britain

Mr. John J. Brassil, Manager
Sears Roebuck and Co.
West Hartford

Mr. H. C. Bush, President.
New Life Insurance Management Corp.
Hartford

Mr. W. Bradford Cafky, Executive Vice President,
Connecticut State Chamber of Commerce
Hartford

Mr. Carl Candels, Secretary,
Hotel - Motel Assn.
Hartford

Mr. Josiah Chandler
Connecticut Bankers Assn.
Hartford

Mr. Frederick Cook
Connecticut Petroleum Council
Hartford

Mr. Cornelius P. Courtney, Executive Director,
Connecticut Food Stores Assn.
Hartford

Mr. Elwood M. Davis, Vice President,
Pitney Bowes Co.
Stamford

Mr. Joseph D. Devine
Connecticut General Life Insurance Co.
New London

Mr. Frank J. Donovan
Superintendent of Schools
Wallingford

Mr. Harvey R. Fuller, Administrative Assistant,
Fuller Brush Co.
East Hartford

Mr. Thomas F. Garvey, Personnel Supervisor,
First National Stores, Inc.
East Hartford

Mr. Richard Hare, Vice President,
M. Schiavone and Sons
New Haven

Mr. Henry Holdridge
United Airlines
Hartford

Mr. James E. Kelley, President,
Kelley Food Lockers
West Hartford

Mr. Stanley Killeen
Connecticut Light and Power Co.
Berlin

Mr. Philip J. Larkin, Personnel Director
A & P Food Stores
Springfield, Mass.

Miss Barbara Lincoln, Personnel Director,
Sage-Allen and Co.
Hartford

Mr. Milton Mandelson, Vice President
D. M. Read Co.
Bridgeport

Mr. Harold Pevner
Pevner's Drug Store
Putnam

Mr. Sherwood H. Prothero, Executive Vice President,
Norwalk Chamber of Commerce
Norwalk

Mr. Wallace Rubin
Wayside Furniture Co.
Milford

Mr. Bernard Shelton, Chairman,
Litchfield County National Bank
New Milford

Mr. George Underwood, Executive Vice President,
Chamber of Commerce
Bristol

Mr. Thomas Welch, D. E. Coordinator,
Lyman Hall High School
Wallingford

A. Howard McLaughlin, D.D.S., President
Connecticut State Dental Assn.

William Richards, M.D., General Manager,
Connecticut State Medical Society

Miss Lillian Reilly, Chief Nursing Examiner,
Connecticut State Board of Examiners for Nursing

James E. C. Walker, M.D., Prof. of Med. and Society,
Univ. of Conn. School of Medicine and Dental Science

Consulting Committee Training Health Occupations, 1966-1967

Harold S. Barrett, M.D., Deputy Commissioner, Chairman, Connecticut State Department of Health

Mr. Herbert Anderson, Executive Director, Connecticut Hospital Assn.

Horton G. Chaucer, M. D., President, Connecticut Public Health Assn.

Mr. Francis P. Dellafera, President, Connecticut Chronic Convalescent and Hospital Assn.

Miss Frances Fisher, President-Elect, Connecticut Dental Assistant Assn.

Mr. Edward Geible, President, State Advisory Committee to the L.P.N. Program

Mrs. M. Patrick Harris, President, Connecticut Licensed Practical Nurses Assn.

Mrs. Jean Lewis, President, Connecticut Licensed Practical Nurses Assn.

Miss Eleanor Lundblad, Executive Director, Connecticut Nurses Assn.

Bernard F. Mann, Jr., M. D., Chairman, Connecticut State Medical Society

State Department Planning Committee Home Economics Education, 1966-1967

Teacher Education

Dr. Barbara L. Osborn, Teacher-Educator, University of Connecticut, Storrs

Mrs. Barbara K. Gross, Teacher-Educator, St. Joseph College, West Hartford

Chairmen State Committees

Mrs. Ruth C. Wodock, State Committee for Home Economics Teacher, Danbury High School, Danbury

Mrs. Katherine E. Eilert, City Supervisor, Greenwich Board of Education, Greenwich

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